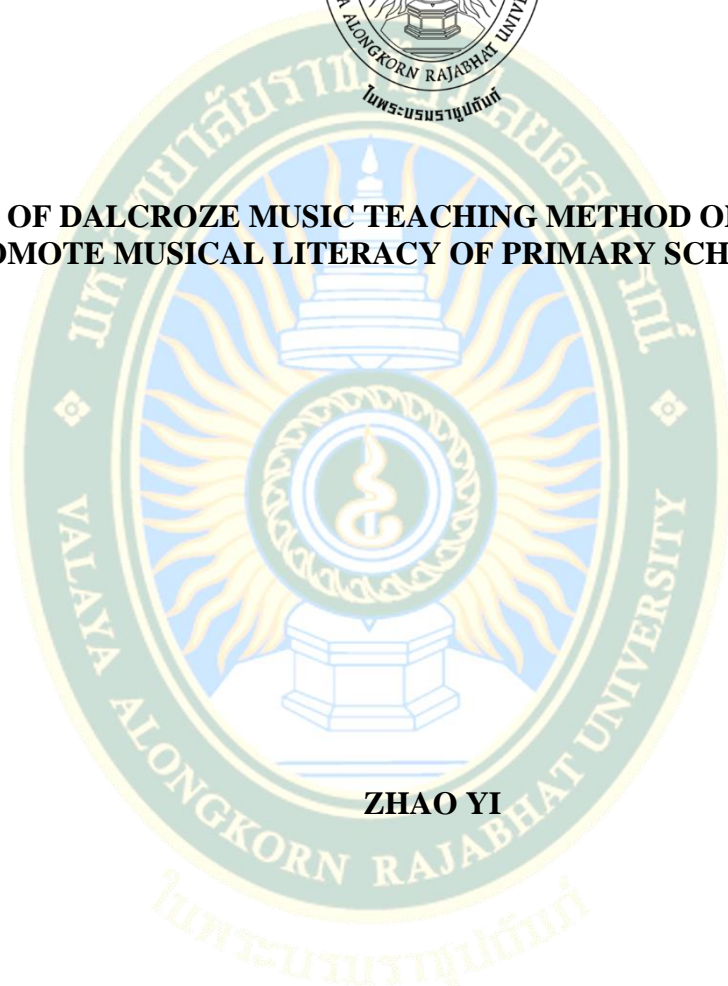




**STUDY OF DALCROZE MUSIC TEACHING METHOD ON MUSIC CLASS
TO PROMOTE MUSICAL LITERACY OF PRIMARY SCHOOL STUDENTS**



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GRAD VRU

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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การศึกษาวิธีสอนดนตรีแบบดัลโครซในวิชาดนตรีเพื่อส่งเสริมความฉลาดรู้ดนตรีของนักเรียนชั้น
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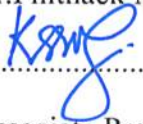
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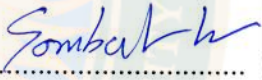
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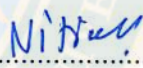
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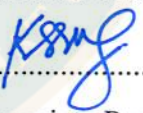

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บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยเชิงทดลอง มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบความฉลาดรู้ดนตรีก่อนและหลังวิธีสอนดนตรีแบบดัลโครซ 2) เปรียบเทียบความฉลาดรู้ดนตรีหลังการใช้วิธีสอนดนตรีแบบดัลโครซกับเกณฑ์ร้อยละ 70 ของคะแนนเต็ม และ 3) ประเมินความพึงพอใจของนักเรียน หลังจากได้รับการสอนดนตรีแบบดัลโครซ กลุ่มตัวอย่างการวิจัย ได้แก่ นักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 30 คน โรงเรียนพินิจ อำเภอลำลูกขัน ประเทศสาธารณรัฐประชาชนจีน ซึ่งได้มาจากการสุ่มแบบกลุ่ม เครื่องมือวิจัย ได้แก่ 1) แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียนวิชาความฉลาดรู้ดนตรี มีค่าความเชื่อมั่น เท่ากับ 0.91 2) แบบสอบถามความพึงพอใจต่อวิธีสอนดนตรีแบบดัลโครซ มีค่าความเชื่อมั่นเท่ากับ 0.96 สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบค่าที สำหรับกลุ่มตัวอย่างที่ไม่เป็นอิสระต่อกัน และการทดสอบค่าทีสำหรับกลุ่มตัวอย่างเดียว

ผลการวิจัยพบว่า 1) ผลสัมฤทธิ์ความฉลาดรู้ดนตรีของนักเรียนหลังการเรียนรู้ด้วยวิธีสอนดนตรีแบบดัลโครซ สูงกว่าก่อน การเรียนรู้อย่างมีนัยสำคัญทางสถิติที่ 0.05 2) ผลคะแนนเฉลี่ยผลสัมฤทธิ์ความฉลาดรู้ดนตรีของนักเรียนหลังการเรียนรู้ด้วยวิธีสอนดนตรีแบบดัลโครซเท่ากับ 84.24 ซึ่งสูงกว่าเกณฑ์ร้อยละ 70 ของคะแนนเต็มอย่างมีนัยสำคัญทางสถิติที่ 0.05 และ 3) ค่าเฉลี่ยความพึงพอใจของนักเรียนที่มีต่อวิธีสอนดนตรีแบบดัลโครซอยู่ในระดับมาก

องค์ความรู้ที่ได้จากการวิจัยในครั้งนี้ คือ วิธีสอนดนตรีแบบดัลโครซในวิชาดนตรีเพื่อส่งเสริมความฉลาดรู้ดนตรีของนักเรียนชั้นประถมศึกษา มี 3 ขั้นตอน คือ 3 ขั้นตอน 1) ขั้นเริ่มต้น การใช้การเคลื่อนไหวร่างกายใกล้เคียงกับชีวิตสัมผัสดนตรี และแสดงดนตรี 2) ขั้นตอนการเรียนรู้ระบบ: การใช้การเรียนรู้คำศัพท์การกระทำของร่างกาย 3) ขั้นตอนพิวซัน : การใช้การเคลื่อนไหวพื้นฐานของจังหวะทางกายภาพรวมกับความรู้สึกของตัวเองขยายการแสดงเพื่อให้บรรลุวัตถุประสงค์ในการแสดงอารมณ์ของตัวเอง การสอนทั้ง 3 ขั้นตอนถูกรวมเข้ากับแผนการสอน ซึ่งทำให้แผนการสอนมีประสิทธิภาพมากกว่าวิธีการเดิมมาก นักเรียนได้รับความรู้และความเข้าใจในบทเรียนมากขึ้น มีความมั่นใจในตนเองมากขึ้น มีความสามารถในการแสดงการเต้นเพิ่มขึ้น แสดงให้เห็นว่าวิธีการสอนดนตรีดัลโครซ สามารถปรับปรุงความรู้ทางดนตรีของนักเรียนชั้นประถมศึกษาได้อย่างมีประสิทธิภาพ และครูสามารถรวมวิธีการสอนดนตรีดัลโครซเข้ากับชั้นเรียนดนตรีอื่น ๆ เพื่อปรับปรุงการรู้หนังสือดนตรีของนักเรียนชั้นประถมศึกษา

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ABSTRACT

The purposes of this experimental study were to 1) compare students' musical literacy before and after being exposed to the Dalcroze music teaching method, 2) compare students' musical literacy after being exposed to the Dalcroze music teaching method with the criterion set at 70% of full marks, and 3) assess students' satisfaction after being exposed to the Dalcroze music teaching method. The research sample was 30 students (Class 1) from Grade 3 of Phoenix School in Honggutan District, Republic of China. They were randomly selected by cluster random sampling. The research tools used in this study were 1) a musical literacy achievement test with the reliability of 0.91, 2) a students' satisfaction questionnaire on the Dalcroze music teaching method with Cronbach alpha coefficient reliability of 0.96. The statistics used to analyze data was percentage, mean, standard deviation, t-test for dependent samples and t-test for one sample.

The research findings were as follows: 1) the results of t-tests showed that students' musical literacy after being exposed to the Dalcroze music teaching method was higher than before at a significance level of 0.05, 2) the results of t-tests showed that the average score for the students' Musical literacy after being exposed to the Dalcroze music teaching method was 84.27 from a possible full mark of 100, which was higher than the criterion of 70% at a significance level of 0.05, And 3) the students' satisfaction on the Dalcroze music teaching method was at a high level .

The body of knowledge acquired in this study is a learning management guide to improve the musical literacy of primary school students through the Dalcroze music teaching method, which included 3 stages: 1) start stage, the use of body movements related to life, music feelings, and music performance; 2) system learning stage, the use of body action vocabulary learning; 3) fusion stage, the use of basic movements of physical rhythm, combined with students' own feelings to expand their performance and achieve the purpose of expressing their own emotions. The three stages of teaching are integrated in the lesson plans, which makes the lesson plans much more efficient than the previous method. Students can also gain more knowledge and understanding in the lessons, acquire more self-confidence, and improve their ability in dancing performance. This study shows that the Dalcroze music teaching method could effectively improve the music literacy of primary school students, and teachers could integrate the Dalcroze music teaching method into other music classes to improve the music literacy of primary school students.

Keywords: Dalcroze Music Teaching Method, Musical Literacy, Students' Satisfaction

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CHAPTER 1

INTRODUCTION

1.1 Introduction

With the promulgation and implementation of music curriculum standards, Chinese music education is becoming more and more important position. The New Curriculum Standards for Music presents the practical characteristics of music, musical uncertainty, abstraction, timeliness, expression, and emotion. It emphasizes that teaching in the field of music curriculum is conducted through listening, singing, playing, integrated art performance, and musical creation. In the process of participating in these time activities, the students have obtained a direct music experience and a rich emotional experience, which has laid a good foundation for mastering the knowledge and skills related to the music, understanding the connotation of the music, and improving the music literacy. (Ma Xiaorui, 2019) Music literacy is a comprehensive quality education for learning music, which includes the comprehensive theoretical basis of spectrum reading, visual singing, listening, rhythm, music appreciation and music history. (Wang Shanshan, 2021)

At the same time, there are still many internal problems in primary and secondary school music education of the basic education, mainly reflected in two aspects. Firstly, through the traditional music teaching methods, although students learned music knowledge and skills in class, they did not internalize, and understand the connotation of music, which is easy to forget, and their music literacy was not really improved. Secondly, the inartistic tendency of music education which pay too much attention to the teaching and training of music knowledge and skills, ignoring the aesthetic value of music and the cultivation of students' music interest; and simply equate the educational goal of non-art courses to promote the comprehensive development of students through the aesthetic education function of music. (Ye Shumei, 2021)

Through long-term practice and research on music teaching, the famous Swiss music educator Dalcroze has finally succeeded with his hard work and patient exploration. Dalcroze teaching method pioneered the first generation, opened the prelude to the reform of western music teaching in the century, and the spread and influence in the world continues to this day. Its outstanding advantage is that the music teaching refers to the training forms of various sensory combination of auditory, visual and sports perception, which runs through the whole music education process with the physical rhythm, and opens a new way for students to experience music and express music. The body rhythm teaching mode is the core idea of Dalcroze teaching method. He argued that "music and body rhythm are closely linked, inseparable, and body rhythm can be an instrument". Therefore, when feeling music, using the rhythm of the body can better feel music and understand music, use the

change of body amplitude, strength changes and different actions to feel the basic elements of music, and improve students' music literacy. (Lu Rong,2020)

I hope to learn how to better carry out primary school music teaching through this research and my own teaching experience.

1.2 Research questions

1.2.1 How is students' musical literacy before and after receiving Dalcroze music teaching method?

1.2.2 How is students' Musical literacy after using Dalcroze music teaching method with the criterion of 70 percent ?

1.2.3 How is students' satisfaction on Dalcroze music teaching method after receiving Dalcroze music teaching method?

1.3 Research Objectives

1.3.1 To compare students' musical literacy before and after receiving Dalcroze music teaching method.

1.3.2 To compare students' Musical literacy after using Dalcroze music teaching method with the criterion of 70 percent.

1.3.3 To assess students' satisfaction after receiving Dalcroze music teaching method.

1.4 Research hypothesis

1.4.1 Students' musical literacy after receiving Dalcroze music teaching method was higher than before.

1.4.2 Students' musical literacy after receiving Dalcroze music teaching method was higher than the criterion of 70 percent.

1.5 Delimitation of study

Population and sample:

The population of this study was 900 students at Phoenix School in Red Valley Beach

The sample was 30 students at Phoenix School in Red Valley Beach

Variables

The independent variable was Dalcroze music teaching method.

The dependent variable was musical literacy of primary school students, Satisfaction on Dalcroze music teaching method.

Content area of elementary school music class:

1. Music Basics

Study and understand the basic performance elements of music (such as strength, speed, timbre, rhythm, melody, harmony, etc.) and common music structure (form) and music genre form and other basic knowledge, effectively promote the formation and development of students' musical aesthetic ability.

2. Basic Music skills

Train students to sing confidently, naturally and with expressions;
Learning the preliminary skills of singing and playing;

Read music on the basis of auditory perception, and use music in musical performance activities.

3. Music creation and historical background

Express your feelings in a free and improvisational way, and learn simple knowledge and skills of music creation.

Through the knowledge of the composer's life and the theme, genre and style of his works, we can understand the brief history of the development of Chinese and foreign music, initially identify the music of different times and different nationalities, and deepen the understanding and understanding of Chinese folk music.

4. Music and related culture

Understand the connection between music and sister arts, perceive the main means of expression and the characteristics of art forms of different art categories, and understand the connection between music and other disciplines other than art.

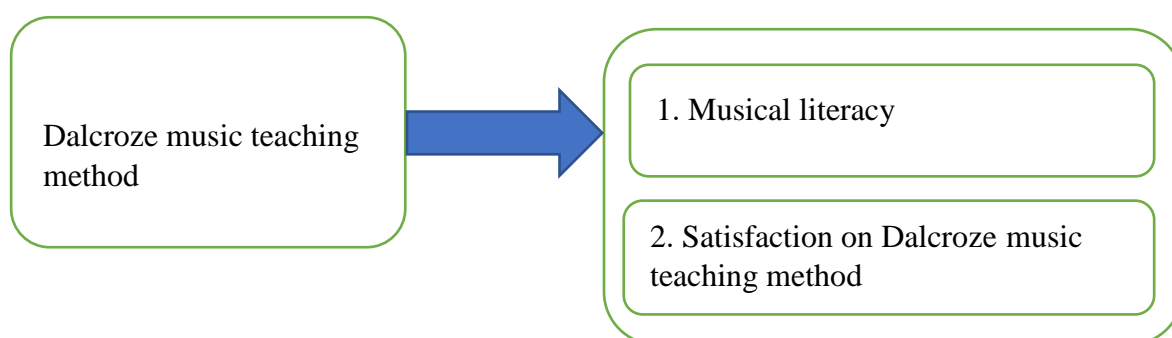
According to their own life experience and learned knowledge, understand the social function of music, understand the relationship between music and social life. (Bai Jinghua, 2020)

Period of study: May 2021 to November 2021

1.6 Conceptual framework

Independent variable

Dependent variable



1.7 Operational definition

Dalcroze music teaching method refers to students use their bodies as instruments to reproduce the music they hear. The body rhythm is different from dance. It uses the body as an instrument to experience the changes of the speed, strength, emotion and time of the music rhythm through body movements.

Teaching procedure includes 3 stages:

1. Start stage: The use of body movements close to life, the abstract music figurative, guide students to learn, the use of body movements, to train students to feel music, the ability to express music.

2. System learning stage: Through the action vocabulary learning, that is, in the physical rhythm, the basic vocabulary of the body action can be divided into two categories: in-situ action and spatial action. These actions can be used individually or combined, even multiplayer for the purpose of interpreting different music.

3. Fusion stage: Use the basic movement of physical rhythm, combined with their own feelings, expand the performance, in order to achieve the purpose of expressing their own emotions.

Musical literacy refers to four aspects of ability: 1, listening and debating - can listen and debate all kinds of rhythm and standard music; 2. Sing and read -- solfeggio if you can get the score ; 3, playing - can take the spectrum can play; 4. Appreciation -- the ability to appreciate, understand or express music (Yuan Fang, 2016)

Students' satisfaction on Dalcroze music teaching method refers to a feeling or opinions of a student in the learning and teaching process of this method. It can be measured by a 5 point rating scale questionnaire which consisted of degree of satisfaction: 1) Strongly Disagree 2) Mildly Disagree 3) Neutral 4) Mildly Agree 5) Strongly Agree

1.8 Significance of this study

First, the study proves that Dalcroze music teaching method successfully meets the experience needs of music education by appealing music teaching to the training form of combining auditory, visual and motor senses, integrating body, music and emotion. It can effectively improve students' music accomplishment and improve their interest in music class.

Second, the study will help teachers better carry out music teaching activities and help them make full use of music elements. The role of teachers has also changed, not only as lecturers but also as facilitators.

Third, the study will help students are the protagonists of the music class, not just the audience. Every student has the opportunity to experience music and express their real self while listening to music, and has their own way of physical expression.

Forth, with the study, the author hopes to help more teachers understand excellent foreign educational concepts and practical experiences, and thus better serve the practice of basic music education. (Yang Qi, 2017)

CHAPTER 2

REVIEW OF LITERATURE

2.1 Basic Information

It is pointed out in the music curriculum standards of Primary schools in China that the cultivation goal of music curriculum is to explore, discover and appreciate the artistic charm of music, cultivate students' lasting interest in music, cultivate aesthetic feeling, harmonize body and mind, cultivate sentiment and perfect personality through music curriculum study and participation in various artistic practice activities. Study and master the necessary basic knowledge and skills of music, expand cultural vision, develop music hearing and appreciation ability, performance ability and creative ability, form the basic music literacy. Enrich emotional experience, cultivate good aesthetic taste and positive and optimistic attitude towards life, promote the healthy development of body and mind. (Su Chun, 2021)

When organizing music teaching activities, Phoenix School still focuses on teaching, and the teaching form is single. The singing class can complete the basic teaching tasks of singing and collective chorus; the listening class can complete the simple appreciation of music and art, which meets the basic requirements of the new curriculum standard, but there is still a gap from the expansion requirements.

Specific problems include: the lack of artistic practice activities such as music performance and creation in the teaching process, as well as the process of independent exploration of students, make students lack experience in feeling music. (Zhou Jun, 2014)

In order to solve the problems, the researcher introduces the application of Dalcroze music teaching method in the third grade music class of Phoenix School in Red Valley Beach

2.2 Dalcroze music teaching method

2.2.1. Principles of Dalcroze music teaching method

The Dalcroze method, also known as Dalcroze Eurhythmics, incorporates the basic elements of music—rhythm, melody, harmony—with body movement, to provide a multi-dimensional approach to music learning. Unlike most traditional methods, improvisation is a major component of the Dalcroze approach and one of its three aspects: Eurhythmics trains the body in rhythm and dynamics Solfege (sight singing) trains the ear, eye and voice in pitch, melody and harmony Improvisation brings all elements together according to the student's own invention, in movement, with voice, at an instrument. (Dalcroze Society of America), Beyond musical intelligence, the Dalcroze approach engages and exercises several other aspects of intelligence. Musical games and experiments engage logical thinking.

Dalcroze Education is a playful, experiential approach to teaching and learning music. It is a process for awakening, developing, and refining innate musicality through rhythmic movement (often called eurhythmics), ear-training, and improvisation.

People translate their inner emotions into music through their own movement, and the human body itself is a musical instrument. Therefore, to conduct music training, only training ears, voice, fingers is not enough, must practice the good posture, posture and all kinds of body movements. Need to inspire them into the passion of music, the music feelings into specific movements, rhythm and sound, in order to awaken the natural instinct, cultivate rhythm is very important to the human body, establish the harmony of body and mind, make feelings more delicate and sensitive, make children more healthy and lively, stimulate imagination, promote the ability of learning in all aspects. (Zhang Baoyue ,2017) (Bai Jinghui)

2.2.2 Definition of Dalcroze musical pedagogy

Dalcroze's music teaching method focuses on body rhythm, using the body as a "musical instrument" to learn and display music. "Body rhythm" can be divided into two parts - body and rhythm. "Posture" refers to the posture of the body; Pulsation refers to rhythmic beating, regular movement. Therefore, literally it can be understood that the regular movement of human body following the rhythm is not only called body rhythm, but also precisely explains the importance of rhythm in body rhythm. Dalcroze defines the purpose of body rhythm as "to induce rapid and regular communication between the mind and the body by means of rhythm." Through this kind of communication to achieve the goal of coordinated development of physiology and psychology. (Chen Rong, 2008)

2.2.3 The teaching process of Dalcroze music teaching method1. Starting stage: The use of body movements close to life, the abstract music figurative, guide students to learn, the use of body movements, to train students to feel music, the ability to express music.

1. System learning stage: through the action vocabulary learning, that is, in the physical rhythm, the basic vocabulary of the body action can be divided into two categories: in-situ action and spatial action. These actions can be used individually or combined, even multiplayer for the purpose of interpreting different music.

2. Fusion stage: Use the basic movement of physical rhythm, combined with their own feelings, expand the performance, in order to achieve the purpose of expressing their own emotions. (Chen Yifei, 2019)

2.2.4 The role of teachers and learners in Dalcroze music teaching method.

In a classroom using Dalcroze Music pedagogy, teachers should do the following three points:

1. Teachers no longer play the protagonists in music classes, but integrate into student activities, as participants in music classes, guide students to understand music and encourage students to perform music.

2. needs to have enough patience to encourage and guide their innovative thinking, while carefully observing the students, and assigning tasks according to their different characteristics to fulfill their talents.

3. teachers should organize teaching activities to try to choose themes close to life, and turn life experience into music elements is more conducive to students' understanding of music elements, so that students can feel the music in life specifically. (Zhi Menglin, 2017)

In Dalcroze teaching practice, students are the protagonists of the event, not just the audience. Every student has the opportunity to experience music and express their real self while listening to music, and has their own way of physical expression. Due to the differences in life experience, thoughts and feelings, personality characteristics and cultural cultivation and other factors, everyone will have different performances when experiencing and expressing music, and teachers will teach students in accordance with their aptitude on the basis of respecting students with their differences.

The embodiment of this basic concept in the new curriculum standard is to require all the teaching activities of music courses to take students to increase the interaction between teachers and students, and organically combine students' general participation in the development of teaching in accordance with different personalities, so that every student's music potential can be developed. (Li Dandan, 2021)

2.2.5 Synthesis of independent variable innovation

With the promulgation and implementation of the Music Curriculum Standard, our music education is placed in an increasingly important position. Primary school stage is a key period for the enlightenment of music education, students have made a huge change in the way of thinking, and the use of appropriate teaching methods helps to improve students' interest in learning and learning efficiency. Dalcroze teaching, based on body rhythm, combines abstract music with figurative body movements to design activities and applies to the teaching of music classes.

It has a positive role in enriching students' musical feelings, strengthening knowledge and skills, and improving classroom participation.

2.2.6 Compiling of course plan

Primary school music classes lasts 16 weeks, 1 times a week totaling 16 hours and 1 hour each. The course is used in the first 5 weeks. The specific teaching plan is as follows:

Teaching objectives

1. Singing:

- (1) to continue to cultivate students' good singing habits.
- (2) to involve in various singing events.
- (3) to be able to act solo or participate in unison with natural sounds, in rhythm and tune.

(4) to be able use different intensity and speed to express the emotions of the song.

(5) to be able to sing 4-6 songs on his back.

2. Playing

(1) to be able of compose or accompany songs with percussion or other sound sources.

(2) to be able to perform certain scenes with percussion instruments.

3. Comprehensive Art Performance

(1) to be able able to participate in comprehensive art performance activities.

(2) to be able to act with songs and music.

(3) to be able to work with others to create simple rhythm, group dance and song performances, etc.

4. Read the music

(1) to review simple rhythm symbols and create short rhythms.

(2) to be able to express a simple rhythm with voice, language, and body movements.

5. Creation Practice

Ability to use lines, color blocks, or gestures to represent sound or music

Table 1 Teaching Schedule

Weekly times	Teaching content	Class hours
1	music appreciation lesson "The waltz kitten"	1
2	Singing lesson "What's Your Name"	1
3	Singing lesson "Two Little Elephants"	1
4	Music Theory class "Feel the Rhythm"	1
5	Singing class "Labor is the Most Glorious"	1

2.3 Dependent variables: students' musical literacy

2.3.1 Music Literacy Theory

Music literacy is a comprehensive quality education to learning music. It includes basic music theory, solfeggio and ear training, and music appreciation, such

as music reading, solfeggio, listening, rhythm, harmony, writing, music appreciation and music history. It is the basic course of comprehensive theory in many aspects. (He Lijuan , 2021)

2.3.2 Definition of musical literacy

Music literacy is equivalent to the instruction manual in the music course. Before learning music, you need to read the instruction manual to know how to control and master, and then you can understand the most basic things. (Guo Zhifu , 2020)

Music literacy mainly includes four aspects of ability: 1, listening and debating - can listen and debate all kinds of rhythm and standard music; 2. Sing and read -- solfeggio if you can get the score ; 3, playing - can take the spectrum can play; 4. Appreciation -- the ability to appreciate, understand or express music (Yuan Fang, 2016)

2.3.3 The Importance of Music Literacy

A person who learns music, does not learn music literacy, waits for a robot of mechanical play and singing, he cannot understand music, and express music. Therefore, the learning of music literacy is to comprehensively improve the comprehensive quality of students music, so as to promote students' learning of professional subjects and enhance the perception, understanding and creative ability of music. (Chen Yao, 2015)

2.3.4 Components of musical literacy

Music literacy covers the comprehensive theoretical basis of music in reading spectrum, vision, listening, rhythm, harmony, writing, music appreciation and music history.

"Reading score": to be able to let the child read the score correctly, casually give a score can be very clear to know the musical terms (expression, mood, musical nature and speed) reflected in the score, strong and weak contrast, dynamic markers, distinguish the length and beat of the sound, rhythm, sound and so on.

"Sight singing": Can let children accurately solve the pitch and rhythm, casually give a score can be sung while directing the beat while singing out the pitch.

"Ear training": cultivate children's ear auditory recognition and memory ability of vocal music and instrumental music majors, with the purpose of cultivating and developing the ability to listen and recognize music and memory ability. The teacher can quickly hear what sound is played, what the rhythm is, and what the instrumental music makes.

"Music theory": it is the abbreviation of music theory, which can allow children to understand the basics of music and so on.

"Music History": It can let children understand the history of music from production to development, understand some composer works and some small stories from different periods, and so on.

"Music appreciation": Can children give a piece of music to appreciate, how

many pieces of this piece of music? A few phrases? How do you divide these segments? How does it feel to listen to a song? What emotion does the song want to express? Why compose music like this? Wait a minute.

2.3.5 Develops students' musical literacy

For students, without basic music literacy, is not really understand music, performance of music, will only play and sing mechanically. Learning music literacy can comprehensively improve children's comprehensive quality of music, and to enhance the perception, understanding and creativity of music. In the process of improving music literacy, students can cultivate rapid ability to recognize music, solid music foundation, good sense of rhythm, professional appreciation level and rich innovation consciousness.

Childhood is a critical period for musical talent to form. Parents and teachers should strive to establish a good musical environment for children to help children give full play to their musical potential and enjoy the fun of music. If you want to teach children more effectively, you need to understand the characteristics of children in advance. In the case of understanding and mastering the characteristics of children's rationality, we can carry out music teaching activities closely around the psychology of children, so that we can teach according to our aptitudes and achieve more with less. Children at this age have poor self-consciousness and self-control, but have a strong desire to perform, hoping to be affirmed by parents and teachers. Children at this age have poor self-consciousness and self-control, but have a strong desire to perform, hoping to be affirmed by parents and teachers. In the practice of music teaching, teachers should follow the characteristics of children's physical development rules to carry out teaching design. From the perspective of improving the cognitive ability of the self-body: First of all, it is necessary to let children recognize their own bodies, and only after certain training can they freely and reasonably use and control and coordinate their bodies, so as to achieve the purpose of developing children's physical potential in related activities. "Many people are born with a sense of rhythm but lack expressiveness," Dalcroze said. Expressiveness is based on the ability to effectively control all parts of the body, so that children consciously use body language to express emotions, which helps children gradually form sensitive limbs and open personality. From the perspective of the auditory ability of the students: In terms of listening to music, it refers to the concentrated, conscious, and wholehearted listening to music. Music is the art of hearing. Children who want to distinguish the sounds they hear and express them in combination with the elements of movement must learn to concentrate on listening. Learn to listen to the age, let the children's rhythm is not blind and random, but in line with the music, understand the motivation of each action. (Ca juemin & Yang Limei, 1999)

2.3.6 Measurement and Evaluation of Music Literacy

According to the evaluation suggestion of the music curriculum standard, in the field of the curriculum standard, comprehensively examine the emotional attitude

and values, process and methods, knowledge and skills, requirements, respectively from the students' interests in music, emotional reaction, participation in practical activities and cooperation with others, collective cooperation performance, listening perception of music, and the mastery of the basic knowledge of music. Specific test content and evaluation criteria are as follows:

1. Song Performance (40 points)

(1) test content: the singing repertoire stipulated in the current textbook.

(2) test form: the field sampling test.

(3) test standard:

(3.1) shows the songs vividly and expresses their emotions in place. (35~40 points)

(3.2) can basically express their songs and express their emotions accurately. (30~34 points)

(3.3) The songs are not complete and emotionally expressed accurately. (24~29 points)

(3.4) won't sing songs with no score.

2. Music Appreciation & Music Knowledge (30 points)

(1) test content: the basic content of the curriculum standards in the current textbook.

(2) test form: Closed volume (including hearing. For demo: listen to the following melody, write the title, and the lead instrument).

(3) Test standard: score according to the specific answers of the students.

3. Instrumental play (30 points)

(1) test content: grades 1-2 are mainly percussion instruments. When testing, the tracks in the textbook can be played, students use percussion performance. Grade 3-6 is mainly harmonica, and it is tested according to the grade repertoire made by our school.

(2) test method: the field sampling test.

Excellent : shows the music vividly and expresses their emotions in place. (26~30 points)

Good : can basically express their music and express their emotions accurately. (22~25 points)

Pass : The music are not complete and emotionally expressed accurately. (18~21 points) won't play music with no score.

2.4 Relevant Studies

With the introduction of the Dalcroze teaching method at the meeting of the Swiss Composers Association, it caused a huge sensation, and he himself published

the book (1906) of the Dalcroze Body Law every other year, which introduced his research results. For over twenty years later, he has successively published "Rhythm, Music and Education" (1919) and "Physical Law, Art and Education" (1930), which have been translated and published by scholars in various countries. In addition, Heather Doris Gell 's Music movement and the young child book presents his understanding of and application to children' s teaching; the book improvisation, compiled by Ma and Sugimoto, is a piano improvisation book written on the theory of Dalcroze teaching, and lists specific examples. The Introduction to Physical Dynamics, by Dreyville, a Dalcroze student, systematically introduces the exercises of students from the beginning and gives some advice on the professionalism that teachers should have; these theories are instructive for later studies.

The status of research in China is: Physical Law (50): Li; published by People's Music Press in 1998. This book details the body state by a simple description of the body state law and 50 specific examples

Method of rhythm activity in the classroom. rhythmic Music Teaching: Written by Yong; published by Southwest Normal University Press in 2017. This book expounds the complete concept of rhythm, starts with the problems of music teaching in primary and secondary schools in China, combined with the teaching methods and activities of rhythm, and expounds the importance of rhythm in music education in primary and secondary schools in China. Introduction to physical rhythm of Dalcroze: Drevier, Gao Jianyuan; published by Anhui Literature and Art Publishing House in 1986. This book opens the door to the study of the teaching method of body state law in our country. The book contains ten chapters and an appendix about the practice methods of body law and the requirements for teachers, which is of great help to the study of body state law law.

The above monograph focuses on the concept and application of physical rhythm, and systematically introduces the application of Dalcroze Music Education Theory and Practice (1999 and 2011); Music Teaching in the 21st Century (2006) and Music Education and Teaching Law (1991).

Combined with the paper retrieval query results, eight master's papers will combine the state rhythm with primary school music classroom, among them, one folk songs body rhythm teaching and elementary school music classroom, other papers through the concept description of the state rhythm teaching method, the survey of primary school music survey, teaching practice and practical results analysis, feasibility suggestions to illustrate its views. However, combined with elementary school music textbooks, and specific activity methods are rarely discussed. (Yongdunquan, 2017)

CHAPTER 3 RESEARCH METHODOLOGY

This chapter describes the research design and methods used in the study process.

The research objectives of this study were:

1. To compare students' musical literacy before and after receiving Dalcroze music teaching method.
2. To compare students' Musical literacy after using Dalcroze music teaching method with the criterion of 70 percent.
3. To assess students' satisfaction after receiving Dalcroze music teaching method.

3.1 Population and sample

3.2.1 The population in this study was 900 students of the Red Valley Beach Phoenix School in Nanchang, China. (18 Classes)

3.2.2 The sample of this study was 30 students (1 classes) of Honggutan Phoenix School, Nanchang, China, using cluster random sampling method.

3.2 Pre-Experimental design

This study used the pretest-posttest design shown in the figure below
Experimental group

O1	X	O2
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O1 was achievement of musical literacy before an experiment.

X was Dalcroze music teaching method.

O2 was achievement of musical literacy after an experiment.

3.3 Research instruments

Research instruments were the tools for conducting the research to collect data. According to the research methodology, the research instruments which were used in this study were 2 main parts of instruments: 1) the instrument for experiment and 2) the instrument for data collection

3.3.1 Instruments for experiment

Table 2 Lesson plans were designed based on Dalcroze music teaching methods. There are altogether 5 lessons hours as follow;

Weekly times	Teaching content	Class hours
1	music appreciation lesson "The waltz kitten"	1
2	Singing lesson "What's Your Name"	1
3	Singing lesson "Two Little Elephants"	1
4	Music Theory class "Feel the Rhythm"	1
5	Singing class "Labor is the Most Glorious"	1

The draft lesson plans that mentioned earlier were assessed by 3 experts to give suggestions regarding an appropriateness of each component of the draft lesson plans. The instrument which used for evaluating of appropriateness evaluation was five-point rating scale which ranged the level of appropriateness from very high level, high level, moderate level, low level, and very low level.

Table 3 The appropriateness data which collected from evaluation form was analyzed by calculating mean scores and assigned the interpretation of appropriateness level as follow;

Mean Scores	Interpretation of Appropriateness Level
4.51 – 5.00	Very high level
3.51 – 4.50	High level
2.51 – 3.50	Moderate level
1.51 – 2.50	Low level
1.00 – 1.50	Very low level

If the mean scores of the appropriateness which evaluated by a group of experts was higher than 3.51, meaning lesson plans were appropriate. In addition, experts' recommendations were used to revise the lesson plans. It was found that the mean scores of the appropriateness was at 4.8 and standard deviation was at 0.41 that mean the lesson plans had the quality at the very high level.

3.3.2 Instrument for data collection

3.3.2.1 An achievement test on musical literacy.

The steps of constructing the achievement test on musical literacy as follows:

Step 1: Studying the construction of the achievement test and the relevant documents. Consideration was focus on purposes, types, and contents of the test. The construction of the test involving the validity and reliability of the test as well as item analysis in order to clarify the item discrimination and item difficulty of the test.

Step 2: Analyzing the curriculum contents and the learning objectives by constructing the analysis table of course regarding the coverage of objectives and content of the course.

Step 3: Constructing the achievement test on musical literacy. The test questions include 1) Music Appreciation & Music Knowledge, 2) Song Performanc, 3) instrumental play

Step 4: The draft achievement test was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity and wording of the test. After that the draft test was revised according to the thesis advisors' suggestions. The test document and the test evaluation form were offered to the 3 experts for evaluating the content validity. The content validity of the test was considered through Index of Item-Objective Congruence (IOC) obtained from the achievement test evaluation form. Moreover, other considerations of the quality of a test were the suggestions such as the type of questions, accuracy of the test and wording.

Step 5: Analyzing the IOC index of the test items. The formula used to calculate the IOC index is:

$$IOC = \Sigma R / N$$

Where

IOC means Index of Item-Objective Congruence

ΣR means Summation of experts' opinion marks

N means A number of experts

If the Index of Item-Objective Congruence (IOC) of each item of the test is greater than 0.5 that means it can be used in the test . It was found that Index of Item-objective congruence of each item was 0.91 that mean the test had the validity.

Step 6: Modify the test according to the expert's opinions and suggestions.

Step 7: Preliminary study of the draft test was conducted with a group of students who had learned these content. After that calculating the reliability, item difficulty (p) and item discrimination (r) through test analysis program. Item difficulty should range from 0.20-0.80 and item discriminability should be greater than 0.20. The reliability of the test was computed using the inter-rater correlation and should be greater than 0.7. It was found that inter-rater reliability was at 0.72, item difficulty (p) 0.20-0.45 and item discrimination (r) between 0.2-.07 that mean the achievement test had the quality for collecting data.

3.3.2.2 Student Satisfaction Questionnaire

For example, the purpose of using the questionnaire is to collect data about students ' opinions on teaching, such as course content, learning activities, and teaching materials. The data in the questionnaire can be used to improve courses, course plans, and teaching materials.

The steps for constructing the questionnaire are as follows:

Step 1: Study the documents related to the construction questionnaire.

Step 2: The questionnaire includes two parts: The first part records students 'personal information The second part is a five point rating scale questionnaire which includes 1) Strongly Agree; 2) Agree; 3) Neutral 4) Disagree; 5) Strongly Disagree. The questionnaire in this part includes 10 items about students' opinions on the teaching method.

Step 3: After submitting the draft questionnaire to the paper consultant research advisors for their suggestions on the appropriateness, accuracy, accuracy, ambiguity and wordings, the draft questionnaire was revised according to the suggestions of the research advisors. Then, the evaluation form was submitted to the three experts for content effectiveness checks and recommendations. The Project Target Consistency Index (IOC) obtained from the Results Test Assessment table considered the quality of the questionnaire.

Step 4: Analyzing the IOC index of the test items. The formula used to calculate the IOC index is:

$$IOC = \Sigma R / N$$

Where

IOC	means	Index of Item-Objective Congruence
ΣR	means	Summation of experts' opinion marks
N	means	A number of experts

If the Index of Item-Objective Congruence (IOC) of each item of the test is greater than 0.5 that means it can be used in the test . It was found that Index of Item-objective congruence of each item was 0.96 that mean the test had the validity.

Step 5: Modify the questionnaire according to the expert's opinions and suggestions

3.4 Data collection

Data collection procedures are as follows:

1. Pretest: The sample was measured on musical literacy with built tools.
2. The sample was taught by using the Dalcroze music pedagogy
3. After the instructions, the sample is posttested using the same instrument used before the test.
4. Samples presented a student satisfaction questionnaire.

3.5 Data Analysis

This study uses statistical procedures to analyze the data according to the research objectives

1. T-test for dependent samples.
2. T-test for one sample.
3. Mean and Standard deviation



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CHAPTER 4 RESULTS

This chapter describes the research results. Since this study aims to:

1. To compare students' musical literacy before and after receiving Dalcroze music teaching method.
2. To compare students' Musical literacy after using Dalcroze music teaching method with the criterion of 70 percent.
3. To assess students' satisfaction after receiving Dalcroze music teaching method.

The research tools are: An achievement test on musical literacy and a students' satisfaction questionnaire toward Dalcroze music teaching

Table 4 Statistical symbols

Statistical symbols	Description
M	Sample mean
S.D.	Sample standard deviation
t	Sample t Test
p	Statistically Significant

Table 5 Result of comparing Musical literacy achievement using the Dalcroze music teaching method before and after by using t-test for dependent sample.

Group	N	Pretest		Posttest		t	p
		M	S.D.	M	S.D.		
Experimental group	30	76.67	7.512	83.20	6.915	10.002*	0.000

* significant at the .05 level

From the results of paired samples test, we can say that:

Students have Training Philosophy of Musical literacy score after Learning management using the Dalcroze music teaching method(post-test) greater than before

learning through the Dalcroze music teaching method (pre-test) at .05 statistically significant level ($t_{29} = 10.002^*$, $*p < 0.05$).

On average, Posttest scores were 9.07 points higher than Pretest scores (95% CI [7.512, 6.915]).

Table 6 Result of compare students' Musical literacy after using Dalcroze music teaching method with the criterion of 70 percent by using t-test for one sample.

Group	N	Full score	Criteria score	M	S.D.	t	p
Experimental group	30	100	70	83.2	6.915	65.899*	.000

* significant at the .05 level

Since $*p < 0.05$, we conclude that the mean abilities of the sample is significantly higher than the average abilities of the overall student population. Based on the results, we can state the following:

The average score for the students' Musical literacy after using the Dalcroze music teaching method was 83.2 from a possible full marks of 100 and the standard deviation was 6.9 we can 15 which was statistically higher than the criterion of 70% at the .05 level of statistical significance.

Table 7 Result of the satisfaction of the students on learning management using the Dalcroze music teaching method

variable	N	Full score	M	S.D.	Level of satisfaction
satisfaction	30	55	54.83	0.461	High

As presented in Table 4.3, the mean scores of the students' satisfaction of students after learning through the learning management using Dalcroze music

teaching method was 4.80 from a possible full marks of 5.00 and the standard deviation was 3.46 which was a high standard, we can conclude that the student's satisfaction after learning through the Dalcroze music teaching method is at a high level.



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CHAPTER 5

DISCUSSION

The purpose of this study is to explore the influence of dalcroze teaching method on the music literacy achievement of primary school students. The research objectives were: 1) To compare students' musical literacy before and after receiving Dalcroze music teaching method. 2. To compare students' Musical literacy after using Dalcroze music teaching method with the criterion of 70 percent. 3. To assess students' satisfaction after receiving Dalcroze music teaching method.

5.1 Research conclusion

The sample was 30 students in grade three obtained by cluster sampling method.

The experimental design was used one group to compare pre-test and post-test only design.

The research tools are : An achievement test on musical literacy, A students' satisfaction questionnaire toward Dalcroze music teaching.

Data collection were: 1) The sample was pretested for learning achievement before teaching according to the lesson plans. 2) The sample was taught according to the lesson plans using learning management using the Dalcroze music teaching method in the classroom and observed Musical literacy of students. 3) After teaching according to the lesson plans, the sample was post-tested for learning achievement, the Musical literacy, and answer students' satisfaction on the learning activity questionnaire.

Data analysis were: 1) To compare students' learning achievement before and after learning through Dalcroze music teaching method using t-test for dependent samples. The students' the posttest average score is 83.20, The post-test average score increased is 6.533 higher than pre-test. at .05 statistical significant level ($t_{29} = 10.002, p < 0.05$). 2) To compare students' Musical literacy after learning through learning management using the Dalcroze music teaching method with the established 70% criterion using a t-test for one sample. Since $p < 0.05$, we conclude that the mean of students' musical literacy is significantly higher than established 70% criterion. Based on the results, we can state the following: The average score for the students' Musical literacy after using the Dalcroze music teaching method was 83.2 from a possible full marks of 100 and the standard deviation was 6.915 which was statistically higher than the criterion of 70% at the .05 level of statistical significance. 3) To assess the students' satisfaction with using the Dalcroze music teaching method by using the arithmetic mean and standard deviation. The students'

arithmetic mean were 54.83, The students' standard deviation were 0.461, the satisfaction of the students on learning management using the Dalcroze music teaching method is at a high level.

5.2 Research discussion

After the use of Dalcroze music teaching method, students' music literacy scores are significantly higher than before the experiment, and also higher than the standard of 70%. Student satisfaction is also very high, which indicates that dalcroze music teaching method in primary schools. The following points based on the research results were discussed:

5.2.1 The sample was improvement of music literacy after using dalcroze music teaching method, Which may be teacher use the three steps of Dalcroze teaching method conform to the law of students' physical and mental development, and students are more receptive and interested in the learning process. In the initial stage, students are guided to learn, using body movements to train students' ability to feel and express music. In this process, students can be the main body of the class and every student can participate in the class. The second stage is to learn action vocabulary. In this stage, students find it very interesting that the body can also be used to represent various elements, such as sound size, sound height, speed and so on. In the third stage, students use the basic movement of body rhythm, combine with their own feelings, expand the performance, and achieve the purpose of expressing their emotions. In this stage, students integrate the knowledge they have learned. It also requires group cooperation, which is why students like the Dalcroze method of music. Students are always the main body of the class, and the class is no longer the traditional form of preaching.

5.2.2 The sample was very satisfied with the Dalcroze music teaching method, which may be In the music class, the teacher no longer plays the leading role in the music class, but integrates into the students' activities, as the participants of the music class, guides the students to understand the music, and encourages the students to perform the music. Teachers have enough patience to encourage and guide their innovative thinking, while carefully observing students and assigning tasks according to their different characteristics to fulfill their talents. Organize teaching activities, as far as possible to choose the theme close to life, life experience into music elements, more conducive to students' understanding of music elements, let students feel the music in life. In Dalcroze teaching practice, through the guidance of teachers, students are the protagonist of activities, not just listening. Every student has the opportunity to experience music, listen to music, to express our true selves, and the body has its own expression because of life experience, ideas, feelings, personality characteristics, factors such as culture differences, each person will be different when experience and express music performance, the teacher will be on the basis of respecting students, according to the students' ability for students. (Huang Tianliang, 2019)

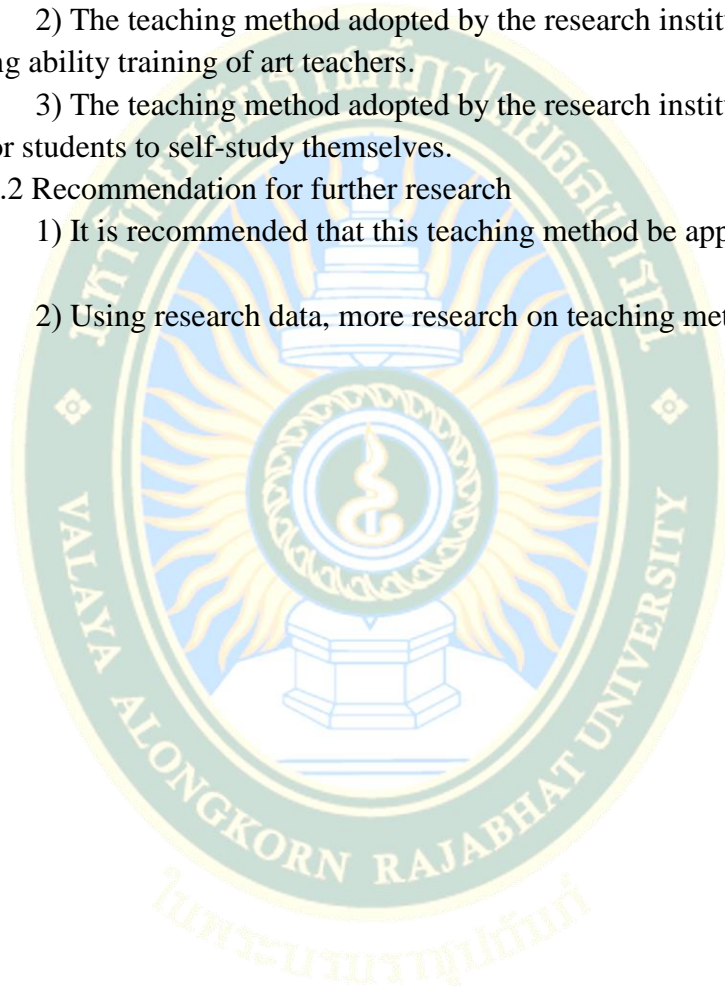
5.3 Recommendation

5.3.1 Recommendation for implication

- 1) The teaching method adopted by the research institute can be widely used in other music courses.
- 2) The teaching method adopted by the research institute can be used for the teaching ability training of art teachers.
- 3) The teaching method adopted by the research institute can be used as a means for students to self-study themselves.

5.3.2 Recommendation for further research

- 1) It is recommended that this teaching method be applied to other art courses;
- 2) Using research data, more research on teaching methods can be conducted



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APPENDICES

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APPENDIX A
LESSON PLANS BASED ON DALCROZE MUSIC TEACHING
METHOD

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Lesson Plan No.1

Course / Subject	Music class in primary school
Instructional Topic	Music class in primary school —— music appreciation lesson
Class Leve	Grade 3
Time for Instructional	1 hour
Instructor's name	Zhao yi

1. Objectives

Students can explain how human being should behave to animals with loving kindness.

1.2 Students can perform singing and some kinds of dance ("Waltz of the kitten") and body movements while listen to music.

1.3 Students show or express their feeling of love and appreciation when listen to rhythm of music.

2. Content

music appreciation lesson 《The waltz kitten》 , Learn what rondo is.

3. Instructional Strategies (teaching methods)

3.1 Enjoy section A of the music

A. Listen (feel the music image)

Students listen to the theme music in section A and listen to the meow of the cat. Teachers and students talk around the meow,t: there are three meows. The students imitate the meow and draw on the paper.

B. Move: Feel the rhythm of the triple beat

C. Sing: To deepen the impression of the main melody, students follow the teacher to sing the melody, and improvise the lyrics.

D. Compare and contrast: Compare the mood changes of the music in paragraph A for the second time

E, draw a picture: draw down the preliminary feeling to the waltz

F. Reveal the topic "Waltz Cat"

3.2 Enjoy section B of the music

A. Compare the pictures of section B in the courseware. Listen to section B music and guide the students to compare the rhythm of the music and change the mood.

B. Listen to the first paragraph. Identify the meow of the cat.

C. Jump: The teacher guides the students to feel the joyful and bouncing mood of the music and experience the feelings of the music

3.3 Appreciate paragraph C (A ')

A. Listen and compare. Feel section A 'and compare with section A

B. Act it out: inspire the students to think creatively and dance the "kitten waltz".

3.4 Enjoy the whole "Waltz of the kitten".

4. Media and Learning Resources

Multimedia teaching all-in-one : Multimedia teaching using infrared touch technology, intelligent office all-in-one teaching software, multimedia, network communication technology, the high clear panel display technology and so on many integrated into an organic whole, integrated the projector, projection screen, electronic whiteboard, computer (optional), television, touch screen and other equipment, which integrates multi-functional interactive teaching equipment, The traditional display terminal is upgraded to a full-featured human-computer interaction device. Through this product, users can realize writing, annotation, painting, multimedia entertainment and computer operation, directly open the device can easily deduce wonderful interactive class.

5. Measurement and Evaluation

5.1 30% of the score will be taken into account by giving the students in the group the corresponding score based on the class presentation and performance to the questions.

5.2 They were divided into groups to show the rhythm characteristics and strength rules of the music by playing percussion instruments and the way of body rhythm

According to the student's performance, they can be divided into the following situations:

Mean scores	Interpretation of appropriateness level
4.51 – 5.00	Very high level
3.51 – 4.50	High level
2.51 – 3.50	Moderate level
1.51 – 2.50	Low level
1.00 – 1.50	Very low level

Lesson Plan No.2

Course / Subject	Music class in primary school
Instructional Topic	Music class in primary school —— singing lesson
Class Leve	Grade 3
Time for Instructional	1 hour
Instructor's name	Zhao yi

1. Objectives

1.1 Students can explain how humans should introduce themselves to their classmates

1.2 Students can perform singing and some dance body movements while listening to music.

1.3 Students show or express their love and gratitude when listening

2. Content

Learn to sing "What's Your Name"

3. Instructional Strategies (teaching methods)

3.1 Preparation: All students and teachers form a circle and sit on the floor in any position they feel comfortable and prepare for practice.

3.2 There are four sentences in the whole song. The first, second and fourth sentences are the melody part, and the third sentence is the rhythm part.

Melody part: follow the music to shake your body freely, or interact with the students next to you according to the lyrics, do questioning posture.

The rhythm part: students stand up in order according to the pre-arranged order, and choose the rhythm of clapping hands, stamping feet and other ways, and say their names according to the rhythm.

Blackboard section: clearly explain to students how to choose the rhythm

Name two words students choose: | X X X X | | my name is liu fang

Name three words students choose: | X X X X X | | my name is li Ming

T: Follow the music for a complete demonstration.

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According to the student's performance, they can be divided into the following situations:

Mean scores	Interpretation of appropriateness level
4.51 – 5.00	Very high level
3.51 – 4.50	High level
2.51 – 3.50	Moderate level
1.51 – 2.50	Low level
1.00 – 1.50	Very low level

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Lesson Plan No.3

Course / Subject	Music class in primary school
Instructional Topic	Music class in primary school —— singing lesson
Class Leve	Grade 3
Time for Instructional	1 hour
Instructor's name	Zhao yi

1. Objectives

1.1. Students can explain how human being should behave to animals with loving kindness.

1.2 Students can perform singing and some dance body movements while listening to music.

1.3 Students show or express their love and gratitude when listening

2. Content

Learn to sing "Two Little Elephants"

3. Instructional Strategies (teaching methods)

3.1 Preparation: Listen to the accompaniment music of "Two Little Elephants" and ask the students to imitate the elephants in the classroom to follow the music. Do relaxation exercises.

3.2 The whole song consists of two paragraphs, 8 summaries for each paragraph, and guide students to do piecewise exercises.

Paragraph 1:1-4 Summary Imitate the elephant walking with music;

Please raise the "elephant trunk".

7-8 Summary Please use "elephant trunk" and friends around the hook;

Paragraph 2: 1-4 subsections imitate the elephant moving with the music and form a circle before the end of the four subsections;

5-6 Summary Please shake hands with your friend next to you with "nose".

Please shake hands with your friend on the other side with your nose.

3.3 Students perform: students have a basic grasp of the melody and lyrics through the previous exercises. Please combine them freely.

Each group shall have no more than six members for free performance.

4. Media and Learning Resources

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5. Measurement and Evaluation

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5.2 They were divided into groups to show the rhythm characteristics and strength rules of the music by playing percussion instruments and the way of body rhythm

According to the student's performance, they can be divided into the following situations:

Mean scores	Interpretation of appropriateness level
4.51 – 5.00	Very high level
3.51 – 4.50	High level
2.51 – 3.50	Moderate level
1.51 – 2.50	Low level
1.00 – 1.50	Very low level

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Lesson Plan No.4

Course / Subject	Music class in primary school
Instructional Topic	Music class in primary school —— Music Theory class
Class Level	Grade 3
Time for Instructional	1 hour
Instructor's name	Zhao yi

1. Objectives

1.1 Let students feel the interesting rhythm

1.2 Take three common transportation vehicles with different speeds as images, and ask students to feel and express different speeds.

1.3 Let students understand the importance of rhythm in music

2. Content

Music Theory class "Feel the Rhythm"

3. Instructional Strategies (teaching methods)

3.1 Divide the students into three groups, namely "train group", "bus group" and "bicycle group".

3.2 Each group of students stand in a line, one student in the rear puts his/her hand on the shoulder of the one in front, and the first student acts as the "driver" and leads the students behind.

3.3 Fixed speed with metronome

3.4 In order to increase the interest, the classroom can be divided into train lane, car lane, non-motor lane, to avoid "collision".

3.5 By grouping, students can feel the difference in speed of different vehicles, so as to guide students to distinguish the timing of quarter notes, eighth notes and sixteenth notes.

3.6 Let the students feel the notes of the three time values and express them at a steady speed through the cooperation among the students, thus deepening the students' cognition.

4. Media and Learning Resources

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2.51 – 3.50	Moderate level
1.51 – 2.50	Low level
1.00 – 1.50	Very low level

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Lesson Plan No.5

Course / Subject	Music class in primary school
Instructional Topic	Music class in primary school —— Singing class
Class Leve	Grade 3
Time for Instructional	1 hour
Instructor's name	Zhao yi

1. Objectives

- 1.1 Students can explain that work is a meaningful thing.
- 1.2 Develop students' artistic ability through singing, acting and painting appreciation Force, cultivate students love the good quality of labor.
- 1.3 Students show or express their love for work when listening to the rhythm of music

2. Content

Learn to sing "Labor is the Most Glorious"

3. Instructional Strategies (teaching methods)

3.1 Introduction of rhythm Practice (use the learned rhythm to introduce the work to be learned in this lesson) Divide students into two groups. One group simulates "shua" when sweeping the floor. Another group of students simulated the "CA" they made when wiping their desks.

3.2 Metronome given speed, please practice, teachers can guide separately.

3.3 Each group should invite 2-3 students to stand on stage and guide students to complete the two-part training in a steady rhythm.

3.4 Practice this two-part rhythm in groups, ask students to add the movements they think fit the sound, encourage students to innovate.

3.5 Group freely, please assign roles to perform according to the content of the song. Let's see which student's performance is the most vivid, and give him the best performance award (the prize is the headdress of the role performed by the student).

3.6 Ask the students to share their own labor experience and talk about their feelings during labor.

3.7 Take "cleaning after class" as the theme and practice in groups according to the usual cleaning scenes. It can be divided into the roles of moving tables and chairs, wiping tables, sweeping the floor, mopping the floor, emptying the garbage and so on. The form of expression is created by the students themselves, and the teacher does not need to specify, combined with sound

4. Media and Learning Resources

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1.00 – 1.50	Very low level

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APPENDIX B
THIRD GRADE MUSIC LITERACY ACHIEVEMENT TEST

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Third grade Music Literacy Achievement test

Class: Name:.....

Part 1. Multiple choice questions: Music Appreciation & Music Knowledge (30 points)

Directions: Choose the correct alternative (A, B, C or D) to answer each of the following item.

1. The following strength marks indicate that medium strength is ().
A、 f B、 p C、 ff D、 mf
2. "3 5 6" carries the vocal name of
A、 mi la sol B、 la mi sol
C、 mi sol la D、 sol la mi
3. The "0" indicates the.....
A, eight points rest B, sixteen points rest B
C, an eighth note D, and a quarter-point recess
4. On the Grassland is a folk song of the..... ethnic minority.
A, Tibetan B, Inner Mongolia
C, Kazakh D, Korean
5. The main musical instrument of the folk music calf herding cattle is
A, Suona, B, Bamboo flute
C, Pipa, D, Erhu
6. The 2 / 4 beats indicate "one shot with....., two beats per section".
A, eight notes, B, four notes
C, dicnote D, and sixteenth character
7. The song "Lullaby to Mom" should be sung with 's mood.
A, affectionate, gentle, quiet B, high, pleasant
C, Cheerful, sweet, D, innocent, and live0
8. "||: : ||" is the mark.
A, tonic mark B, ascending mark
C. Repeated mark, D, jump mark
9. The song "Sakura" is a folk song of.....
A, United Kingdom, B, Japan
C, Australian D, United States
10. The main musical instrument of the music "Empty Mountain Birds" is and written by
A, Erhu, Liu Tianhua B, Violin, Li Siguang
C, Pipa, Liu Tianhua D, Piano, Chopin

Part 2. True or false questions:

Directions: Put letter T in the parenthesis () if the statement is true, Put letter F in the parenthesis () if the statement is False

11. "Little Crow Love Mother" tells us to respect, love their mother, to help my mother to do what she can, do not forget the mother's upbringing. ()
- 12) "7 5 2" has the vocal title of "si re sol". ()
- 13) The piano song "Snow Flying" is written by Debussy. ()
- 14) "The Song of Mother" is a folk song of Yunnan Naxi nationality. ()
- 15) "Grassland Grazing" was selected from the Pipa Concerto "Little Grassland Sisters". ()

Part 3. Song Performance (40 points)

Directions: Please select one of the following songs to sing:

"Motherland we love you", "Wool scissors", "Whenever I walk by the teacher's window", "I am a little musician"

Test standard:

excellent : shows the songs vividly and expresses their emotions in place. (35~40 points)

good: can basically express their songs and express their emotions accurately. (30~34 points)

Pass: The songs are not complete and emotionally expressed accurately. (24~29 points)

won't sing songs with no score.

Part 4. Instrumental play (30 points)

Directions: Please select one of the following compositions to play:

"Spring", "Minuet", "Big Deer"

Test standard:

excellent : shows the music vividly and expresses their emotions in place. (26~30 points)

good: can basically express their music and express their emotions accurately. (22~25 points)

Pass: The music are not complete and emotionally expressed accurately. (18~21 points)

won't play music with no score.



APPENDIX C
QUESTIONNAIRE FOR STUDENTS

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Directions: Please rate your levels of satisfaction on Dalcroze music teaching method

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neutral
- 2 = Disagree
- 1 = Strongly Disagree

1. You have good interactions with the teacher in the music class.
2. The teacher explains contents in the lesson clearly.
3. The teacher always provides interesting questions for students to answer.
4. The teacher and students have variety of interactions and inspire each other regularly in music class.
5. You like to participate in music class activities.
6. After learning Dalcroze music course, you have a better ability in dancing performance.
7. The Dalcroze music course is important and useful for you.
8. You gained a lot of knowledge on musical literacy in learning Dalcroze music
9. You like the learning atmosphere of music classroom.
10. You are satisfied with steps of teaching in Dalcroze music teaching method.

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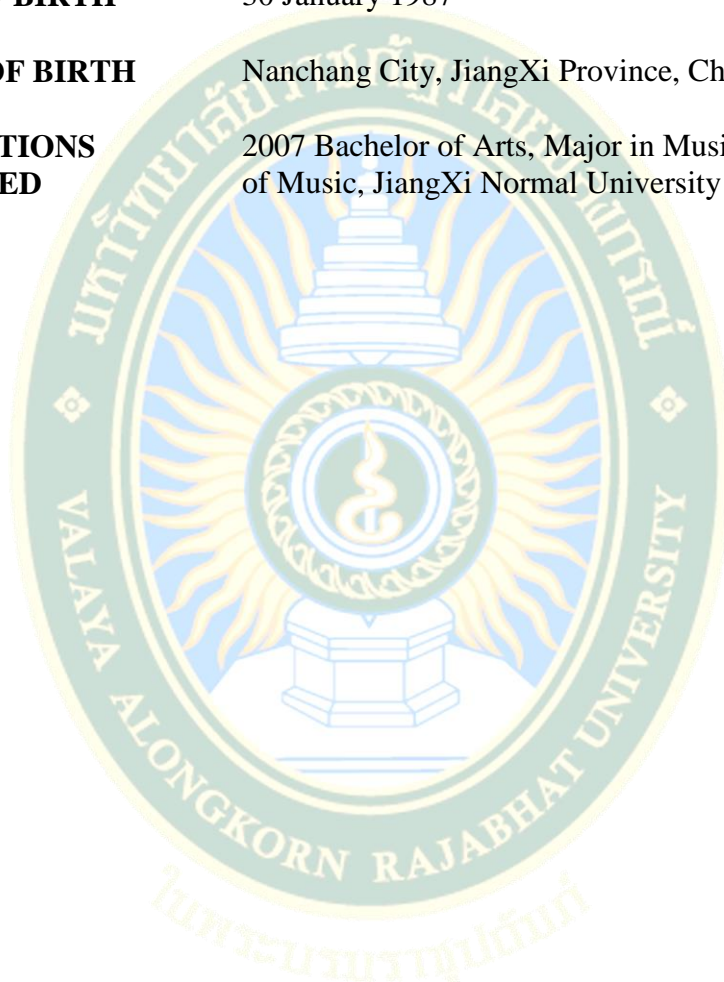
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